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Assessment Number: 1

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Examine in depth, the implication of globalisation on a group/context of your choice.

This assignment will develop a critical understanding of the role of power in social change and will critically explore how society is becoming more connected. There will be a discussion of the external influences that support individuals who are at risk of exclusion. There will be an in-depth discussion on the impact of globalisation and education, with links to technology as being an influential factor in the development of globalisation (United Nations, 2017), education being the group chosen for this assignment. Globalisation needs to be defined including theory and policy. There will be discussion on what globalisation looks like in today's society and if globalisation effects people and communities differently. There will be links to different types of education for example cross-border education, multilingal and how globalisation has brought about the fourth industrial revolution. The world-wide pandemic, COVID19 will be briefly introduced to show the impact it has already had on the economy and education systems globally.

There are many definitions of globalisation and many theorists have described this term as they understand themselves, it is complex and has many meanings (Eslake, 2000; Zajda & Rust, 2009). Giddens' definition of globalisation, *cited in*, Block & Buckingham (2007); Giddens (1990, p64); Georgantzas, Katsamakas & Solowiej (2010, p623); Zajda & Rust (2009, p.4), is 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away'. Or there is Wallerstein's world system theory, designed of three layers (Bond, Widdop & Chadwick, 2018; Zajda & Rust, 2009). Firstly, the core which embodies the elite economies; secondly, the semi-periphery is made up of more developed economies and thirdly the periphery represents less developed countries (Bond, Widdop & Chadwick, 2018; Therien, 1999; Wallerstein, 2004). Castell explained globalisation as a network society, powered by technology, wealth and information (Zajda & Rust, 2009). Whereas Held and McGrew *cited in* Block & Buckingham (2007, p,4), 'Regard globalisation as a product of multiple forces, including economic, political and technological imperatives'. Globalisation attracts and pushes societies into dissimilar

directions, which can result in conflict and team work, incorporation as well as disintegration, exclusion and inclusion, order and chaos, globalisation effects people differently around the world (Block & Buckingham, 2007; Steger, 2013).

Money spent by governments and organisations to provide welfare to its citizens has been positively linked with globalisation within industrialised countries, therefore researchers have focused their attention on developed countries as social expenditure tends to be more difficult to measure in developing countries (Potrafke, 2018). Thus, you will see an increase in competition between national governments (Potrafke, 2018).

Globalisation has considerably influenced sustainable growth, powered by changes in technology, increased goods, resources and employment which has had positive outcomes and brought countless changes to societies and made the world more interconnected (United Nations, 2017). Globalisation has resulted in products being manufactured quickly, increased earnings, greater rivalry, lower prices and increased variability of products (OECD, 2010). However, globalisation is increasing in concern, to guarantee its benefits, globalisation has to be well managed, follow rules and frameworks, to enable complete economic growth (OECD, 2010; Schauble, 2017). Smith (2019); Schauble (2017) suggests that, globalisation has only profited larger corporations at the cost of the average person, especially when the working class lose their employment due to products being imported. These economic shifts have increased income inequality, angst and insecurity for the working/middle class (Smith, 2019). To some globalisation is seen negatively creating, child workers, climate change, the spread of food chains across countries and foods that have been genetically modified (Eslake, 2000). However, it is said that globalisation has lifted many people out of poverty in both developed and developing countries, with a positive rise in global security and wealth (Schauble, 2017). Globalisation increases growth which decreases poverty (Bussolo & Round, 2006; Agosin *et al*, 2007). However, at times some remain untouched by economic growth and will see a weakening in living standards, inequality will increase and growth within the economy may be affected (Agosin, 2007).

Globalisation and education started after the second world war (Resnik, 2008; Steger, 2013). Entry examinations were abolished to encourage families and their children from disadvantaged backgrounds to attend school (Resnik, 2008). Countries with adequate levels of education have improved opportunities in their local economy compared with countries with weaker levels of education (Stewart, 1996). Without investment in the education system developing countries will remain unchanged by globalisation (Agosin *et al,* 2007). Education in both developed and developing countries is significant for prosperous trade globally, to be educated results in skilled/higher paid employment (Stewart, 1999). Globalisation amplified the demand for education but at the same time it has made it more difficult for countries to offer adequate education (Stewart, 1999). In the 1980's educational expenses were cut in Africa and Latin America, which resulted in schooling fees which then had a rolling effect on attendance and enrolment, families concentrated on employment to survive, rather than educating their children (Stewart, 1994; Stewart, 1999). With the ever growing population, migration alongside globalisation has increased significantly, which has had negative and positive effects on education. Schools are becoming more culturally diverse and are being required to adjust, in the UK schools are now including alternative languages at exam levels, but at the same time this is seen as challenging (Block & Buckingham, 2007). Education these days in developed countries is seen as a right and governments are expected to ensure access to these fundamental rights (Roser & Ortiz-Osping, 2020).

Around the globe, young people are living, being educated in multilingual surroundings, Da Silva (2019, para, 4) states that,

> The nature of multilingualism across countries where Save the Children works is vast: the number of indigenous languages spoken in Indonesia is a staggering 719, in Ethiopia it is 85, and in Guatemala it is 24.

Thus shows the importance of multilingual languages within the education systems. This however, can cause many barriers for children, their parents and teachers. some children may speak many dialects in the home setting or speak one language at home and another within their education setting, teachers may not speak alternative languages and some parents only speak their native tongue at home (Da Silva, 2019). Children who come from a multilingual families struggle to learn and have lower outcomes, this happens because teachers are ill equipped to teach these children, they have limited resources, some do not have the knowledge of the particular language and governments set impractical goals for children to learn new

languages and the child's first language is sometimes not implemented within their education (Da Silva, 2019).

The first and second industrial revolution influenced mainstream education, when the jobs created were repetitive and industrialised, now globalisation and advances in technology have driven societies towards new modes of productivity, which brings about the third and fourth industrial revolution, to prepare children of today for the world of work (Auzina, 2018; World Health Forum, 2020b). Education systems are forced to change and adapt their teaching methods to ensure children of today are equipped with the skills needed to contribute towards society and the new jobs created, education systems were inadequately unable to keep up with these changes (World Health Forum, 2020b). Increasing the value and amount of education is considered crucial for the economic prosperity of its people and countries, those who are educated will have better futures, this would be achieved through increased knowledge and education (Sellar, 2013). As we are progressively connected, future employees will be expected to work alongside team members from around the globe and to be culturally diverse, with being able to digitally connect and interact with each other, however, education systems today still depend on passive learning skills rather than using interactive approaches that is needed in todays globalised world (World Health Forum, 2020b). If the education system is unable to evolve with the growing economy, risks to productivity and the skills needed for new jobs created will increase, but saying that schools are confidently creating positive human connections for children through their morals and standards (World Health Forum, 202b). World Health Forum (2020b, p.7) states that,

> Children must be prepared to become both productive contributors of future economies, and responsible and active citizens in future societies. Realizing this vision requires children to be equipped with four key skill sets: 1) Global citizenship; 2) Innovation and creativity; 3) Technology; and 4) Interpersonal skills.

Although these are vital education organisations must continue to evolve with the growing economy for the future of our children (World Health Forum, 2020b).

Globalisation is changing higher education and speeding up how connected we are worldwide (Marginson & Van Derwende, 2007; Held *et al*, 1999). Agosin *et al* (2007, p. 35) states that,

‘higher education has become, the basic education of the knowledge economy. Yet in developing countries resources for higher education remains inadequate’. Lack of access to appropriate education causes poverty, unemployment and lack of opportunities, due to not possessing the skills needed for particular jobs (Agosin *et al,* 2007). Higher education supports globalisation which in turn helped to globalise education through cross-border education (Varghese, 2009). knight (2006, p.19) describes cross-border education as;

> higher education that takes place in situations where the teacher, student, program, institution/provider or course materials cross national jurisdictional borders. Cross-border education may include higher education by public/private and not-for-profit/ for-profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).

Cross-border educations aim is to provide admittance to a widespread range of pupils from developing countries, who have inadequate access to educational facilities in their own country (Youssef, 2014). There are three types of cross-border education, these are as follows. Firstly, the cross-border mobility of people, this is when the student travels to study, to attain a better educational experience, which results in a more prosperous future; secondly, cross-border mobility of programmes, this is when educational programmes move across borders, through direct contact, distance and technological learning online; thirdly, cross-border mobility of providers, the aim is to create a presence in an international country in order to offer learning programmes to pupils (Youssef, 2014). Developing countries suffer the greatest problems given their financial hardship which does not permit them to develop their higher education organisation on their own, which leads to individuals leaving their home town to developed countries in search of adequate education because of the inequalities and quality of education establishments in their own country (Youssef, 2014). Cross-border education being seen as one sided, developing to developed countries, which in is self can cause many disadvantages, one being that certain countries prosper most from cross-border education (Youssef, 2014).

In demand jobs now will be completely different in five to ten years, which is why the education system is always evolving, this undoubtedly puts pressure on governments and education authorities to stay current (World Economic Forum, 2020a). World Health Organisation (2020b) claims that advances in technology and globalisation continuously transforms

everyday life including the employment industry and that the education system is becoming more separated from global markets and societies and that for a more inclusive society and to ensure children's learning needs are met education authorities need to adjust. Schools are now being asked to prepare its students for future jobs that do not exist yet (OECD, No Date). At university the curriculum has changed to prepare its students for what employers are asking for at a global level (Shukry, 2017). Students have to pay for their education and with the increasing costs, this can be seen as a problem, education has become a commodity. Universities have embraced neoliberalism because according to a neoliberalist anyone in education can thrive regardless of their background and social class (Shukry, 2017). Shukry (2017) suggests, that a universities main purpose is to increase productivity because of marketization, caused from embracing the neoliberalists view, universities are in competition with its rivals. Neoliberalism has made access to higher education easier for all types of people around the world, this can be seen negatively as some say it takes the joy and creativity away from learning. Students are now seen as clients; who are paying for their own education which increases the lack of long term commitment and the value they hold towards their own education (Shukry, 2017). Even with these negativities more people around the world are wanting to attend higher education, it is readily available. Parents want their children to flourish and learn, they are now becoming more involved with their child's education and the establishments they attend (Shukry, 2017). Social climbing is possible through being educated, increased knowledge equals higher earnings, your prospect is healthier to those who flourish in education (Sellar, 2013).

In the past, for an individual to learn new skills it would of been through physical contact, classroom based. However today, with advances in technology we can learn anywhere in the world twenty-four hours a day. This is seen as ubiquitous learning, knowledge is readily available to all (Core Education, 2020). These days you do not have to sit in the room with the expert to learn and gain knowledge, all you need is an internet connection. You can watch videos, see tutorials when and where it is available to you, you no longer need to travel (Core Education, 2020). With the current pandemic the world faces today, coronavirus19 (COVID-19) has had a drastic impact on the economy, school closures being one. Many parents are now being faced with the task of home-schooling their children, and many feel un-equipped to do so. Parents are researching online to plan their child's work and teachers are uploading work online for children to complete at home. Which in todays connected world is easily accessed

thanks to the advances in technology and ubiquitous learning. UNESCO *Cited in,* Setiawan (2020, p,2) states, that the 'coronavirus pandemic has affected educational systems worldwide, leading to the widespread closures of schools, universities and colleges'. According to UNESCO *cited in,* Setiawan (2020, p.2) 'as of 17 April 2020, approximately 11.575.270.054 learners have been affected due to school closures in response to the pandemic'. UNESCO *cited in,* (Setiawan, 2020) have suggested that teachers and educational authorities use online learning programmes for their students to access their learning needs to limit disturbance to their education.

There are many positives and negatives on the affects globalisation has had on education. Teaching approaches is more interconnected with other countries around the world, multi-national roles are now available because access to schools have been improved, working together as a society has taught new knowledge to help prepare learners how to deal with hardship and to work together as a team (Popadopoulou, 2018). On the other side globalised education has caused a lapse in depriving their own countries of creative thinkers because of the ease of being able to study where ever a person wants to around the world and the technological gap between developed and developing countries are increasing due to this globalised culture (Popadopoulou, 2018).

According to OECD (2008), education is vital because it enables us to partake in higher paid employment, improves health and people live longer. Being un-educated means the individual will find it difficult to socially participate. Making education readily available to all indicates that society is equitable and inclusive. However, there is still evidence that suggests that inequalities and poverty have increased. OECD (2008, para.3) states that, 'nearly one in three adults have only primary or lower secondary education', which confirms that inequalities still exist and individuals are living at a disadvantage in life. Equity in education needs fairness, which means that gender, age, religion and ethnicity should not impact on you as an individual being educated (OECD, 2008). Education needs to be inclusive to all, confronting these will help to overcome societal deprivation (OECD, 2008). To ensure an equitable education OECD (2019, p.16) states that,

> In September 2015, world leaders gathered to set ambitious goals for the future of the global community. Goal 4 of the sustainable development goals (SDGs) seeks to ensure inclusive and equitable quality education and promote life learning opportunities for all.

According to United Nations Development Programme (UNDP) (2020, para. 1), they state that,

> Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

However, growth in developing countries with high levels of poverty have not seen much improvement, in countries like West Asia and North Africa, high levels of armed forces present have caused a decline in school admissions, which is quite worrisome. Children who come from poor and/or low income families are more likely to not attend education rather than children whose families have money (UNDP, 2020). It is said that young people who have good health now are more likely to be healthy adults and succeed within the education system, which will result in a better occupation (World Health Organization (WHO), 2019). The improvements in global prosperity have seen living environments, wellbeing and education increase, however there is evidence to suggest that nineteen countries have yet to improve (Legatum Institute Foundation, 2019). It is clear that globalisation has not rightfully extended to everyone, and according to WHO (2019, p.1) they state that, 'The public can see that the gains and benefits of globalisation are not reaching them: instead, they see the rich getting richer and the poor getting poorer'. Adults with low levels of education are prone to ill-health, poor life gratification and poor mental health problems (WHO, 2019).

This assignment has looked at what globalisation is defined as and how some theorists have described globalisation as they see themselves. There has been a discussion on the types of people who have been excluded and who have not seen the benefits for themselves. Education and how globalisation has affected the education system around the world has been discussed in great detail. Within the education system there has been a discussion on multilingual language, employment, technology and umbiquitous learning that has impacted globalisation. Globalisation and developments in technology have brought about the fourth industrial revolution, which is to prepare children today for future jobs created from globalisation (Auzina, 2018; World Health Forum, 2020b). Education systems have been forced to change and adapt to this new globalised world that we live in today. However, with the pandemic we are facing today, we are left with many uncertainties, what will happen to the economy now many businesses have had to close. What will happen to the education system and children's

development now schools, colleges and universities are closed around the world. Online learning, teachers up loading school work, parents home-schooling their children. What effects has COVID19 had on the economy and individuals lives.

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